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EA-87-02



ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 332

DATE: Wednesday, November 20, 1991

BEFORE:

A. KOVEN Chairman

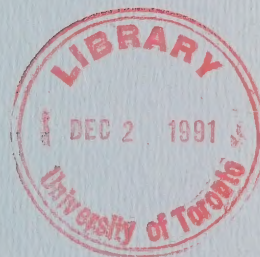
E. MARTEL Member

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ENVIRONMENTAL ASSESSMENT BOARD

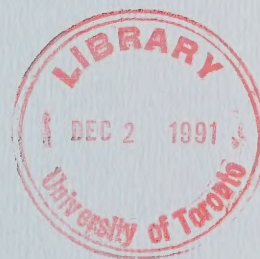
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HEARING ON THE PROPOSAL BY THE MINISTRY OF NATURAL
RESOURCES FOR A CLASS ENVIRONMENTAL ASSESSMENT FOR
TIMBER MANAGEMENT ON CROWN LANDS IN ONTARIO

IN THE MATTER of the Environmental
Assessment Act, R.S.O. 1980, c.140;

- and -

IN THE MATTER of the Class Environmental
Assessment for Timber Management on Crown
Lands in Ontario;

- and -

IN THE MATTER OF a Notice by the
Honourable Jim Bradley, Minister of the
Environment, requiring the Environmental
Assessment Board to hold a hearing with
respect to a Class Environmental
Assessment (No. NR-AA-30) of an
undertaking by the Ministry of Natural
Resources for the activity of timber
management on Crown Lands in Ontario.

Public Hearing held at the Ontario Highway
Transport Board, 151 Bloor Street West, 10th
Floor, Toronto, Ontario, on Wednesday,
November 20th, 1991, commencing at 2:00 p.m.

VOLUME 332

BEFORE:

MRS. ANNE KOVEN
MR. ELIE MARTEL

Chairman
Member

A P P E A R A N C E S

MR. V. FREIDIN, Q.C.)	
MS. C. BLASTORAH)	MINISTRY OF NATURAL
MS. K. MURPHY)	RESOURCES
MR. B. CAMPBELL)	
MS. J. SEABORN)	MINISTRY OF ENVIRONMENT
MS. N. GILLESPIE)	
MR. R. TUER, Q.C.)	
MS. E. CRONK)	ONTARIO FOREST
MR. R. COSMAN)	INDUSTRIES ASSOCIATION
MR P. CASSIDY)	
MR. D. HUNT)	
MR. R. BERAM	ENVIRONMENTAL ASSESSMENT BOARD
MR. E. HANNA)	ONTARIO FEDERATION OF
DR. T. QUINNEY)	ANGLERS & HUNTERS AND
MR. D. HUNTER)	NISHNAWBE-ASKI NATION
MR. M. BAEDER)	and WINDIGO TRIBAL COUNCIL
MS. M. SWENARCHUK)	FORESTS FOR TOMORROW
MR. R. LINDGREN)	
MR. D. COLBORNE)	GRAND COUNCIL TREATY
MR. G. KAKEWAY)	#3.
MR. J. IRWIN	ONTARIO METIS & ABORIGINAL ASSOCIATION
MR. J. ANTLER	NORTHERN ONTARIO TOURIST OUTFITTERS ASSOCIATION
MS. M. HALL	KIMBERLY-CLARK OF CANADA LIMITED and SPRUCE FALLS POWER & PAPER COMPANY
MR. R. COTTON	BOISE CASCADE OF CANADA LTD.

APPEARANCES: (Cont'd)

MR. Y. GERVAIS)	ONTARIO TRAPPERS
MR. R. BARNES)	ASSOCIATION
MR. L. GREENSPOON)	NORTHWATCH
MS. B. LLOYD)	
MR. J.W. ERICKSON, Q.C.)		RED LAKE-EAR FALLS
MR. B. BABCOCK)	JOINT MUNICIPAL COMMITTEE
MR. D. SCOTT)	NORTHWESTERN ONTARIO
MR. J.S. TAYLOR)	ASSOCIATED CHAMBERS OF COMMERCE
MR. J.W. HARBELL		GREAT LAKES FOREST
MR. S.M. MAKUCH		CANADIAN PACIFIC FOREST PRODUCTS LTD.
MR. D. CURTIS)	ONTARIO PROFESSIONAL
MR. J. EBBS)	FORESTERS ASSOCIATION
MR. D. KING		VENTURE TOURISM ASSOCIATION OF ONTARIO
MR. H. GRAHAM		CANADIAN INSTITUTE OF FORESTRY (CENTRAL ONTARIO SECTION)
MR. G.J. KINLIN		DEPARTMENT OF JUSTICE
MR. S.J. STEPINAC		MINISTRY OF NORTHERN DEVELOPMENT & MINES
MR. M. COATES		ONTARIO FORESTRY ASSOCIATION
MR. P. ODORIZZI		BEARDMORE-LAKE NIPIGON WATCHDOG SOCIETY

APPEARANCES: (Cont'd)

MR. R.L. AXFORD	CANADIAN ASSOCIATION OF SINGLE INDUSTRY TOWNS
MR. M.O. EDWARDS	FORT FRANCES CHAMBER OF COMMERCE
MR. P.D. McCUTCHEON	GEORGE NIXON
MR. C. BRUNETTA	NORTHWESTERN ONTARIO TOURISM ASSOCIATION

I N D E X O F P R O C E E D I N G S

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I N D E X O F E X H I B I T S

<u>Exhibit No.</u>	<u>Description</u>	<u>Page No.</u>
1970A	Affidavit of Karen Symons re: Mailed notices for public hearing in Toronto.	58312
1970B	Affidavit of John Dadds re: Newspaper notices for public hearing in Toronto.	58312
1971	Letter dated November 14th, 1991 from Mr. Glen Pierce, President of Shabomeka Lake Power Pathfinders, Cloyne, Ontario re: correspondence with MNR between 1989 and 1991.	58313
1972	Article by Gordon Eason entitled: Moose Response to Hunting in One-Kilometre Square Block Cutting, in response to undertaking by MNR dated September 17, 1991.	58313
1973	Document entitled: Ontario Environmental Assessment Advisory Committee Report No. 48 to the Minister from the Environmental Assessment of Timber Management Plans Request for Designation and Exemption Order MNR-11/9, dated June 11th, 1991, Dr. Phillip Byer and Ms. Christine Lucyk, authors.	58314
1974	Ten pieces of correspondence dated November 19, 1991 from Minister of Environment to various correspondents.	58315

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<u>Exhibit No.</u>	<u>Description</u>	<u>Page No.</u>
1975	Written submission by Dr. Rod Carrow, Dean of Forestry Faculty, U of T.	58337
1976	Four-page written submission by Mark Crofts..	58356
1977	Three-page correspondence and response from Mr. Pascoe to Mr. Mallory dated November 7, 1991.	58370

1 ---Upon commencing at 2:00 p.m.

2 MADAM CHAIR: Please be seated.

3 Good afternoon, ladies and gentlemen.

4 Welcome to day 332 of the Timber Management Hearing.

5 This is the week we've been listening to people in the
6 Toronto area and southern Ontario who wanted to speak
7 to the Board about the Class Environmental Assessment
8 of Timber Management.

9 For those of you who are not familiar
10 with this process, Mr. Elie Martel and myself - and my
11 name is Anne Koven - are members of the Environmental
12 Assessment Board who were appointed to hear the
13 application by the Minister of Natural Resources for
14 approval of timber management on Crown lands in
15 northern Ontario.

16 We have been doing this hearing since May
17 of 1988 and we expect that we will finish hearing all
18 of the evidence by next December and we hope to be able
19 to render our decision fairly soon after the end of the
20 hearing.

21 We try to keep these sessions very
22 informal because we know that it's uncomfortable for
23 people to sit down in rooms like these and talk to the
24 Board, but we certainly encourage everyone to feel as
25 comfortable as they can and to say whatever they want

1 to us. We might ask you some questions during the
2 course of your presentations.

3 And I will tell you today we have four
4 persons who have made appointments to speak to the
5 Board this afternoon.

6 If you have any questions about the
7 Environmental Assessment Board or this hearing process,
8 please speak to Mr. Dan Pascoe who is the hearing
9 coordinator.

10 We are sitting from 2:00 until 5:00 today
11 and at this point we don't have any plans to -- we plan
12 to finish this afternoon at five o'clock.

13 The Board has spent the first two years
14 of the hearing mostly in Thunder Bay, we have also
15 heard evidence in 14 communities across northern
16 Ontario. We will be in Ottawa and New Liskeard in a
17 couple of weeks and, as I said, we will have heard all
18 the evidence by next December.

19 I'm going to introduce some of the
20 lawyers representing full-time parties to the hearing
21 in case they ask you questions during the course of
22 your presentation.

23 Ms. Catherine Blastorah represents the
24 Ministry of Natural Resources; Mr. Paul Cassidy,
25 represents the Ontario Forest Industries Association;

1 and Ms. Jan Seaborn represents the Ministry of the
2 Environment.

3 Everything we say today is taken down on
4 a transcript. Our court reporter today is Beverley
5 Dillabough, and if you wish to see a copy of the
6 transcripts we keep them here in our offices in Toronto
7 and are also available at many locations throughout the
8 province and at libraries and government offices.

9 And I think we will get started with our
10 first presenter today who is Mr. Ken Hill.

11 Is Mr. Hill here?

12 MR. PASCOE: No.

13 MADAM CHAIR: Do you know if he is
14 coming, Mr. Pascoe?

15 MR. PASCOE: We have not heard from him
16 this morning.

17 MADAM CHAIR: All right. We'll go --

18 MR. PASCOE: Mr. Carrow is not here yet,
19 but I do know for a fact he will be showing up shortly.

20 MADAM CHAIR: Is Mr. Bill Kowalchuk from
21 Dwight, Ontario here?

22 (no response)

23 This might be a very short session. Is
24 Mr. Mark Crofts here?

25 (no response)

1 Those are the people who made
2 appointments with us this afternoon. Is there anyone
3 else in the audience today who wanted to talk to the
4 Board, other than Mr. Cassidy.

5 And we do have some procedural business
6 to do, so we might just get on with some of that. The
7 Board has some things to file and Ms. Blastorah does
8 and Ms. Seaborn does.

9 Is there anyone else here today who wants
10 to talk to the Board while we wait for these other
11 people to catch up with us.

12 (no response)

13 No. Well, let's take care of some of
14 these procedural things. Ms. Blastorah.

15 MS. BLASTORAH: I have two affidavits to
16 mark, Madam Chair. The first one is an affidavit of
17 Karen Symons in relation to the mailed notices for this
18 hearing, and I would advise the Board that 1,670
19 individual mailed notices were served of the Toronto
20 hearing this week in addition to the newspaper notices.

21 MADAM CHAIR: All right. Those
22 affidavits will become Exhibit 1970.

23 MS. BLASTORAH: That is the first one. I
24 have also an affidavit of John Dadds in relation to the
25 newspaper notices. Would you like to mark those A and

1 B?

2 MADAM CHAIR: All right, let's do that.
3 The mailed notices are 1970A and the newspaper notices
4 will be 1970B.

5 MS. BLASTORAH: Okay, thank you.

6 ---EXHIBIT NO. 1970A: Affidavit of Karen Symons re:
7 Mailed notices for public hearing
in Toronto.

8 ---EXHIBIT NO. 1970B: Affidavit of John Dadds re:
9 Newspaper notices for public
hearing in Toronto.

10 MADAM CHAIR: Ms. Seaborn, did you have
11 some material you want to give the Board?

12 MS. SEABORN: Yes, I did, Madam Chair. I
13 expected Ms. Dahl to be here with me this afternoon.
14 She should be here shortly, so I would rather
15 stand that matter down as they say in court.

16 MADAM CHAIR: All right, fine. The Board
17 has two documents it wishes to give exhibit numbers to;
18 the first is a November 14th, 1991 letter from Mr. Glen
19 Pierce who identifies himself as President of Shabomeka
20 Lake Power Pathfinders in Cloyne, Ontario. That's
21 spelled S-h-a-b-o-m-e-k-a, and his material consists of
22 various pieces of correspondence between himself and
23 the Ministry of Natural Resources between 1989 and
24 1991, and this material will become Exhibit 1971.

25

1 . ---EXHIBIT NO. 1971: Letter dated November 14th, 1991
2 from Mr. Glen Pierce, President
3 of Shabomeka Lake Power
4 Pathfinders, Cloyne, Ontario re:
5 correspondence with MNR between
6 1989 and 1991.

7
8 MADAM CHAIR: The second document the
9 Board wishes to put on the exhibit list is an MNR
10 undertaking.

11 Ms. Blastorah, this is under your
12 signature and it's dated September 17th, 1991 and it is
13 a copy of the Gordon Eason article on Moose Response to
14 Hunting in One-Kilometre Square Block Cutting, and this
15 was sent to Mr. Hanna.

16 The Board has read this article and we
17 will give it an exhibit number, if you don't object.
18 That will become Exhibit 1972.

19 ---EXHIBIT NO. 1972: Article by Gordon Eason entitled:
20 Moose Response to Hunting in
21 One-Kilometre Square Block
22 Cutting, in response to
23 undertaking by MNR dated
24 September 17, 1991.

25 MS. SEABORN: Madam Chair?

MADAM CHAIR: Ms. Seaborn.

MS. SEABORN: Madam Chair, I can proceed
now if that's convenient for you.

MADAM CHAIR: Go ahead.

MS. SEABORN: Madam Chair, I previously

1 filed with the Board a letter from the Honorable Ruth
2 Grier, Minister of the Environment, addressed to Mr.
3 Phillip Byer, Chairman of the Environmental Assessment
4 Committee referring three designation requests to Dr.
5 Byer's committee for review.

6 The Board will recall that in that
7 correspondence from Mrs. Grier to Dr. Byer, which was
8 marked as Exhibit 1627 at the hearing, EAAC was
9 requested to carry out a Type A review of these
10 designation requests and, further, to provide advice on
11 possible amendments to the timber management exemption
12 order.

13 EAAC has carried out that review and the
14 first document I would like to provide to the Board for
15 its information is a copy of EAAC's Report No. 48 to
16 the Minister which is a 65-page document. (handed)

17 MADAM CHAIR: All right. This will be
18 Exhibit 1973.

19 ---EXHIBIT NO. 1973: Document entitled: Ontario
20 Environmental Assessment Advisory
21 Committee Report No. 48 to the
22 Minister from the Environmental
23 Assessment of Timber Management
24 Plans Request for Designation and
Exemption Order MNR-11/9, dated
June 11th, 1991, Dr. Phillip
Byer and Ms. Christine Lucyk,
authors.

25 MADAM CHAIR: And it is entitled: An

1 Ontario Environmental Assessment Advisory Committee
2 Report No. 48 to the Minister from the Environmental
3 Assessment of Timber Management Plans Request for
4 Designation and Exemption Order MNR-11/9, dated June
5 11th, 1991. Dr. Phillip Byer and Ms. Christine Lucyk
6 are the authors.

7 MS. SEABORN: Now, Madam Chair, the Board
8 will see when it reviews the report that EAAC made
9 eight recommendations to the Minister and the
10 recommendations relate both to the amendments to the
11 exemption order currently in place and the three
12 designation requests. The next document I would like
13 to provide to the Board for its information is a series
14 of letters from the Minister of the Environment to
15 various individuals and, for the convenience of the
16 Board, I have provided an index to this correspondence.
17 (handed)

18 MADAM CHAIR: All right. This
19 correspondence will become Exhibit 1974. And Ms.
20 Seaborn's index shows that there are 10 separate pieces
21 of correspondence, all dated November 19th, 1991, and
22 all from Ruth Grier to various correspondents.

23 ---EXHIBIT NO. 1974: Ten pieces of correspondence
24 dated November 19, 1991 from
25 Minister of Environment to
various correspondents.

1 MS. SEABORN: Madam Chair, if I can just
2 take a moment with respect to the correspondence.

3 The first letter is a letter to Dr. Byer
4 from the Minister outlining her decision in relation to
5 the recommendations that were made to her, and you will
6 note that in the last line of that letter Mrs. Grier
7 advises Dr. Byer that his report may now be released to
8 the public.

9 It's my information that shortly, in the
10 next day or so, a news release will be going out to
11 that effect in relation to the report so that it's made
12 aware to the general public.

13 The second item I wanted to bring to your
14 attention is that all the correspondence to the
15 individuals that's listed in this package have all been
16 sent to those individuals, the letters are dated
17 yesterday and they have gone out to those people.

18 The second letter in the package is the
19 letter to Mr. Wildman from Mrs. Grier, again outlining
20 her decision in relation to the recommendations.

21 Now, the next three letters, the letter
22 to Mr. Nixon, the letter to Mr. Tunnicliffe and the
23 letter to Mr. MacLachlan all relate to the three
24 designation requests that were referred to EAAC by the
25 Minister, and those letters relate to the Minister's

1 decision in relation to those designation requests and
2 her comments on EAAC's recommendations.

3 The remaining five letters that you'll
4 see on the index page, starting with the letter to Mrs.
5 Corrine King, are letters to individuals who have made
6 designation or bump-up requests to the Minister of the
7 Environment.

8 These particular letters do not relate in
9 particular to the recommendations from EAAC, but we
10 wanted to provide to the Board for its information the
11 Minister's decision in relation to these outstanding
12 designation requests.

13 So those would be an additional five
14 requests that the Minister has made a decision on, but
15 those were not requests that were referred to EAAC as
16 part of its review.

17 MADAM CHAIR: All right then, Ms.
18 Seaborn, just to get this straight. We have Mrs.
19 Grier's -- the first two letters, one to Dr. Buyer and
20 one to Mr. Wildman, and then the individual letters.

21 MS. SEABORN: Yes.

22 MADAM CHAIR: And a quick reading will
23 show that Mrs. Grier has agreed to an environmental
24 assessment of the Magasin Lake area, she will not be
25 requiring an environmental assessment of the Timmins

1 Forest nor the Magpie Forest nor the five separate
2 requests that follow those.

3 MS. SEABORN: That's correct, Madam
4 Chair. There are, however, conditions in relation to a
5 number of these requests, but in terms of actually
6 requiring a full individual environmental assessment as
7 is contemplated under designation of bump-up procedure,
8 no, that's correct, but there are conditions in
9 relation to a number of these requests.

10 MADAM CHAIR: Ms. Seaborn, for the
11 Board's information in your case--

12 MS. SEABORN: Yes.

13 MADAM CHAIR: --for the Minister of the
14 Environment will you be leading evidence on the bump-up
15 issue?

16 MS. SEABORN: We have not determined that
17 issue finally, Madam Chairman. I can't say for certain
18 at this point that we will be dealing with that.

19 MADAM CHAIR: And another question: Are
20 there outstanding bump-up requests or -- are there
21 outstanding bump-up requests or are they all brought up
22 to date by this correspondence?

23 MS. SEABORN: Madam Chair, Ms. Dahl
24 advises me that there are three outstanding designation
25 requests in the Ministry at the moment and those

1 requests were made in or around June of 1991.

2 MADAM CHAIR: All right, thank you.

3 MS. SEABORN: Thank you.

4 MADAM CHAIR: I notice that some people
5 came into the hearing just after I completed my
6 introductory remarks and then we started to do a bit of
7 procedural business, but if I might ask if any of the
8 following persons are here who had made plans to talk
9 to the Board this afternoon.

10 Mr. Ken Hill?

11 MR. HILL: (indicating)

12 MADAM CHAIR: Hello, Mr. Hill.

13 Rod Carrow?

14 MR. CARROW: (indicating)

15 MADAM CHAIR: Bill Kowalchuk or Mark
16 Crofts?

17 (no response)

18 Well, Mr. Hill, you're the first name on
19 our list, so we invite you to come forward and, as I
20 explained in our introductory remarks, we try to make
21 this hearing as informal as possible.

22 Yes, could you come up to the front,
23 please.

24 Hello. Do you have anything in writing
25 you want to give the Board? We have a court reporter

1 so everything we say is recorded anyway.

2 MR. HILL: Well, that's fine. Then we
3 will do it that way then.

4 MADAM CHAIR: Okay. And if you'll
5 introduce yourself.

6 KEN HILL,
7 CHIEF WENDELL FROMAN, Affirmed

8 MR. HILL: Wendell Froman, he's the
9 Cahuna or Chief from the Iroquois Confederacy, he's
10 going to be doing the actual speaking and I have been
11 delegated to be his assistant. So he'll start.

12 MADAM CHAIR: All right.

13 MR. HILL: My name is Ken Hill and I'm
14 glad to be here today to make this presentation.

15 MADAM CHAIR: Well, we appreciate you
16 coming. So please sit down and make yourself
17 comfortable and you can get started whenever you want.

18 MR. MARTEL: Can we ask: Mr. Hill, you
19 introduced the Chief, and I must apologize, I didn't
20 get his name. So could you repeat it for us, please?

21 MR. HILL: English name is Wendell
22 Froman, he's an Oneida Chief.

23 CHIEF FROMAN: Okay. First, I would like
24 to start out by thanking you for holding these hearings
25 and I'm appreciative that we have been able to come

1 here to express to this Board and all those that are
2 within listening distance of our stance our position as
3 a Confederacy.

4 First and foremost I think what I would
5 like to get out of the way is I feel that judging from
6 the expressions on peoples' faces once I was introduced
7 as the Chief, don't let my age surprise you, I am 22
8 years old and had I a choice in accepting the position
9 or not I would have turned it down, but the way our
10 system works I didn't have a choice, so here I am.

11 Both Kenny and I are environmental issue
12 delegates from the Confederacy Council. This Council
13 does not derive its powers from the Indian Act or any
14 of its articles, this Confederacy Council has been in
15 existence since time immemorial. We are from the
16 traditional government.

17 We have been delegated and authorized by
18 the Confederacy Council at Grand River to inform you
19 and state the position of the Hodenasaunee with regards
20 to the proposed harvesting of timber on Crown lands
21 located within traditional hunting
22 grounds and territory of Six Nations people.

23 This position taken by the people and
24 their Chiefs in Council have done so in the
25 acknowledgement of and the reaffirmation of past

1 present treaties and agreements. These treaties and
2 agreements have been entered into through a
3 nation-to-nation government, government-to-government
4 negotiated process dating back past the Confederation
5 of Canada, 1867, the earliest of which being 1664. The
6 earliest written records date back to 1664.

7 The guiding principles in these
8 nation-to-nation agreements were first laid out in a
9 Friendship Treaty also known as the Covenant Chain Belt
10 and then the Two Row Wampum Treaty, also known as the
11 Goshwenta, also known as the Treaty of Fort Albany.

12 In the following explanations of these
13 agreements to which Canada succeeds you will hopefully
14 capture the spirit and intent of their meaning and
15 legality as well as their significance and importance
16 and the role they play with regard to these hearings.

17 The basis for our relationships between
18 the Six Nations Confederacy and the settler governments
19 is found in the Covenant Chain, also known as the
20 Friendship Treaty. This agreement outlines the
21 understanding of who each of the parties to the Treaty
22 are and the relationship the parties have between one
23 another. This relationship is outlined in both the
24 written and unwritten records of this agreement. The
25 unwritten records are for our sake, they are in the

1 form of Treaty belts, we use wampum, that has been our
2 way, that is always our way, it will always be our way.

3 Being respectful of each other's ways of
4 life including race, religion, customs and political
5 aspirations, all parties being mindful that the land is
6 not one's or the other's but shall be shared and lived
7 upon in harmony with all that lives and breaths.

8 The Two Row Wampum, also known as the
9 Treaty of Fort Albany, describes the specifics of the
10 relationship between the Six Nations and the settler
11 government. The basic understanding that one does not
12 interfere, molest or disturb in any fashion the lives
13 of the other, keeping a respectful distance between
14 each other yet binding them to peace, trust and
15 respect.

16 As far as a written presentation that is
17 it. I really tend to stick to traditional ways in
18 which my people have always been, which is in oral.

19 There has been recently a Supreme Court
20 decision in Canada regarding a 1701 Treaty guaranteeing
21 the Six Nations free and forever hunting rights within
22 our traditional hunting grounds which covers all of the
23 Province of Ontario, free of disturbance.

24 The document in which I get this from is
25 in the Judge's decision, a copy of which unfortunately

1 I do not have. The Treaty provides that:

2 The Five Nations surrender, deliver up
3 and forever quit claim under the King of
4 England all the right, title and interest
5 and all the claim and demand whatsoever
6 in which the Five Nations have in the
7 land.

8 The conveyance and quit claim is,
9 however, subject to the provision that
10 always provided and it is hereby expected
11 that we are to have free hunting for us
12 and the heirs and descendents of us from
13 the Five Nations forever and that free of
14 all disturbances expecting to be
15 protected therein.

16 The application to harvest and manage
17 timber in our traditional hunting grounds of the Six
18 Nations, the Council, the people, the Chiefs, the clan
19 mothers feel is a disturbance of our right to harvest
20 wildlife in our traditional hunting grounds.

21 The point that must be made is that our
22 people are getting really to the point of having a zero
23 tolerance of certain developments that the Canadian
24 government and it's branches bring about on our
25 territory.

1 The Council, the Chiefs, the people and
2 the clan mothers who put us in our positions feel very
3 strongly that the harvest would have a detrimental
4 effect not only on the ecological systems on the land
5 but the people as well, not just us but everyone
6 concerned, everyone who shares the land. It is our way
7 of life and we don't want to see that destroyed any
8 more than what it already has been.

9 You might want to know that the Treaty of
10 1701, again, has been reaffirmed and upheld in the
11 Supreme Court of Canada and there is now a process
12 taking place within the traditional government as well
13 as the Ministry of Natural Resources; a negotiation of
14 agreements of understanding between our people and the
15 MNR with concerns to conservation, public safety, that
16 the Ministry of Natural Resources is talking,
17 negotiating, trying to come to an understanding with
18 our people that we have delegated to deal with these
19 concerns.

20 And we feel that perhaps the application
21 for the management and harvest of timber within the
22 beaver hunting grounds -- what we know as the beaver
23 hunting grounds, as it is stated in the Treaty itself,
24 it is called the beaver hunting grounds -- we feel is a
25 bit shortsighted and perhaps maybe too soon in the area

1 of doing that.

2 The Confederacy feels it's a bit
3 premature because the agreements of understanding have
4 not yet been finalized between the MNR, the Government
5 of Canada, and Six Nations Iroquois Confederacy with
6 regards to the harvesting of wildlife, public safety
7 and conservation.

8 The people seem to have the idea that
9 once a treaty is recognized that the Government of
10 Canada loses something, in fact it gains something, it
11 gains something that it probably lost somewhere along
12 the line a very long time ago which is trust, respect,
13 and peace among us.

14 I would like to read you an excerpt from
15 a letter addressed to Mr. Clint King, environmental
16 officer, Ministry of the Environment, Cambridge
17 District Office, west central region, Cambridge,
18 Ontario. The letter is pertaining to an issue on the
19 reserve which concerns dumping, but the passage I'm
20 going to read to you definitely applies to this
21 hearing. Again, this is to the Ministry of the
22 Environment:

23 "If you or the Ministry you represent
24 feel that you cannot or will not
25 establish a good working relationship

1 with us, or you cannot or will not
2 promote peaceful co-existence with us, or
3 if you feel that our common roles as
4 keepers of mother earth cannot somehow be
5 fulfilled by working together
6 respectfully, tell us so that we can
7 formulate possible answers to the
8 questions of problems we all face rather
9 than add the wastes of time to dumps
10 everywhere."

11 This letter was drafted by myself, passed
12 through the Confederacy Council, all the Chiefs read it
13 and all the Chiefs passed it. That is the way we do
14 things, it has to be unanimous, one man can stop an
15 activity. It was a unanimous decision to send this
16 letter out, and that is the basic feeling of all of us,
17 including the people we represent.

18 We are getting very frustrated and tired
19 over the lack of respect that the Government of Canada
20 and its branches convey to the people it has agreements
21 with. Canada is the successor to many of those
22 agreements with Great Britain.

23 The two earliest agreements between the
24 Six Nations are very basic, they outline the guiding
25 principles to which all agreements are made between us

1 and you: peace, respect and friendship. These
2 treaties have never been let down on our end, never,
3 they never will be, it will be my last breath if they
4 are ever broken by us.

5 I don't want to see my way of life
6 disappear before my eyes, or I never get the chance to
7 take my son out to a place where our sustenance
8 somewhat thrives. We have to travel to these places to
9 get our meat. I can't hunt on my reserve, the houses
10 are too close, we are land locked.

11 There are several outstanding land
12 claims. I don't like calling them claims because it
13 belittles the fact that we already know it's our land.
14 The Indian Act, and the Band Administration Councils
15 which are empowered by that Act, sometimes take a piece
16 of land and apply the claims process to that land
17 because that is their best legal position for that
18 land, not the land adjacent to it or above it, but that
19 particular piece of land.

20 The Iroquois Confederacy and the Chiefs
21 take a totally different approach, we already know it's
22 our land, we have treaties saying it's our land. We
23 have treaties that surrender certain title to the land,
24 certain rights to the lands, but also we get something
25 in place of it. And in many instances what is supposed

1 to be in place is not.

2 The Government of Canada, as successors
3 to these agreements, are lacking not only in the
4 understanding of those agreements but it seems to me
5 they're lacking the knowledge of being able to deal
6 honestly, openly, respectfully and trustfully, and I
7 would like to see that change.

8 I would like to see it in my life time.
9 My grandpa told me that I wouldn't, but I would like
10 to. Very sentimental of these things. Sentiment
11 doesn't always conclude the decision that you would
12 like to hear, but in this case I hope it does. I can
13 only hope and pray that it does, not just for my sake
14 but for seven generations ahead which I implore to look
15 seven generations ahead in all my deliberations.

16 I've been told by many people that I talk
17 like an old man. What's an old man really, you know.
18 If you know things, you know things; if you don't, you
19 know. It's up to those who don't know to learn and
20 it's up to those who do know to teach, and hopefully I
21 am playing this role here today.

22 I can only hope that my nervous nature in
23 being such a formal setting doesn't hold back the fact
24 that I am here, I am being as humble and as truthful as
25 I most possibly can be and everything that I have said

1 comes from the bottom of my heart. And, again, it's
2 not for myself, it's for the yet unborn that I speak.
3 Hopefully the yet unborn, after I am gone, are able to
4 deal with your yet unborn in a trustful, respectful and
5 friendly manner.

6 The way it's going now, people my age
7 back home who don't think like me are getting very
8 restless and, in some cases, very violent towards
9 certain things that the Government of Canada can't
10 uphold in the agreements, and I would hate to see it
11 carried any farther than just a bad thought or an angry
12 word.

13 To reiterate the position of the
14 Confederacy and in closing, the Treaty of 1701 as I
15 have read it the Six Nations, or what became to be the
16 Six Nations - when the Treaty was signed it was the
17 Five Nations, we later became the Six Nations with the
18 addition of the Tuscarora Nation - in the Treaty we
19 gave up quit claim to the lands, but in return we had
20 free hunting forever to the heirs and descendents of
21 the Five Nations, Six Nations, free and forever of
22 disturbance. And, again, we feel that development this
23 way as far as the application in regards to this
24 hearing and the issue before us is a disturbance to
25 that right.

1 We have -- the Six Nations Confederacy
2 has many, many, many alliances with other First Nations
3 people throughout North America. The last addition to
4 the alliance would be the Shuswap-Okanagan people of
5 British Columbia six years ago. We are a Confederation
6 of not just Six Nations but really 21 other different
7 nations and it's the oldest Confederation known to man.
8 You don't see it in the history books, unfortunately,
9 but this is the way I know my history, this is the way
10 I've lived my history, and this is the way my
11 children's children will know and live their history,
12 to the best of their ability.

13 In using the 1701 Treaty I know for a
14 fact that we are not taking away or adding to any other
15 First Nation rights with regards to these specific
16 lands that the application regards. Because of the
17 alliances that the Six Nations Confederacy have with
18 these people they too are also covered by that Treaty.
19 I am talking tradition. Not all of those First Nations
20 people know of their tradition, it's sad but it's true.

21 The Iroquois Confederacy in the past
22 three years has been working very hard to renew these
23 alliances as well as look at new offers from other
24 aboriginal people who wish to join this Confederation
25 of nations, one being the Peruvian people of South

1 America.

2 It's a great thing we have and our way of
3 life right ties right it and if we lose a small part of
4 it, any more than what's already been taken, it can be
5 very destructive, destructive and also disruptive,
6 disruptive to the very spirituality of our very
7 existence that we regard our lives on this earth; we
8 live with the land not just merely on it. We pay for
9 what we take and then we take only what we need.

10 Simply because we don't have to have a
11 licence to hunt doesn't mean we go out and kill
12 anything, any amount of anything at any time of the
13 year. Our laws are much more stricter than yours as
14 far as seasonal seasonal harvesting is concerned, our
15 laws are very, very strict and we are bound by those
16 treaties, that is why we're here, we're letting you
17 know.

18 Far too often the Government of Canada
19 and its branches of government take silence as consent.
20 Believe me, we are not consenting. It's too bad that
21 these Crown lands are called Crown lands because we
22 know who they belong to, we all know deep down who they
23 belong to, you can't deny that. I am a descendant of
24 many generations of spirituality and tradition, I am
25 very proud of who I am and who I represent, and this is

1 why I speak the words I do, the way I speak the words I
2 do, very proud.

3 And in your actions with regard to the
4 application to the harvest and management of timber on
5 these lands, I hope you are as proud of what you belong
6 to and believe in such as I am.

7 And that brings my discussion to a close.
8 Thank you.

9 MADAM CHAIR: Thank you very much, Chief
10 Froman. And to make sure that the Board understands
11 clearly the interest of Six Nations in the application
12 and this environmental assessment, it is your view that
13 what you've described as beaver hunting grounds and the
14 area where you wish to harvest wildlife and do other
15 sorts of traditional activities, that that includes all
16 of the Province of Ontario, it's not --

17 CHIEF FROMAN: That's right. It
18 extends -- for the purpose of this hearing I am
19 mentioning only the Province of Ontario.

20 MADAM CHAIR: That's fine. That clears
21 up something that the Board was wondering about,
22 because we saw your address and wondered what your
23 interest was in the hearing because the geographical
24 area of the undertaking for this application is north
25 of Tweed, Barrie, Ontario, and you have made it clear

1 that your interest is in the entire geographical area
2 of the province.

3 CHIEF FROMAN: Yes. The negotiations
4 going on between the Ministry of Natural Resources and
5 the delegates of the Confederacy Council to deal with
6 the issue of hammering out an agreement of
7 understanding, such as the type of calibre to be used,
8 you know, all the technical dos and do nots agreed upon
9 by both for public safety and conservation in no way is
10 an agreement -- is that agreement restrictions by the
11 MNR on us, because the Treaty does that, the Treaty has
12 already done that. This is just a working agreement
13 between the two so that nobody gets hurt and that the
14 wildlife is going to be sustained.

15 MADAM CHAIR: Okay, thank you.

16 Mr. Cassidy, do you have any questions
17 for Chief Froman?

18 MR. CASSIDY: No.

19 MADAM CHAIR: Ms. Seaborn?

20 MS. SEABORN: No, thank you, Madam Chair.

21 MADAM CHAIR: Ms. Blastorah, do you have
22 any questions for Chief Froman?

23 MS. BLASTORAH: No questions. Thank you,
24 Madam Chair.

25 MADAM CHAIR: Well --

1 MADAM CHAIR: Yes, Ma'am?

2 MS. ARMSTRONG: My name is Paula
3 Armstrong.

4 MADAM CHAIR: Paula Armstrong.

5 MS. ARMSTRONG: That's right. I've spent
6 five years as a full-time student -- graduate student
7 in forest ecology, so I have some background and I've
8 worked in northern Ontario.

9 I would just like to ask Chief Froman and
10 Ken Hill and Six Nations at the hearing a thought
11 question, they don't have to reply.

12 Would they consider -- I wonder if they
13 have ever considered as a violation of the Albany
14 Treaty, the 1701 Treaty giving them hunting rights, the
15 aggressive fire suppression activities in Ontario over
16 the past 45 years or so which have changed the
17 character of the forest which is naturally a very
18 patchy, mosaic, successional stages in Lake Superior
19 Forest and the boreal forest, and that was the type of
20 forest in which their ancestors were hunting and
21 probably could control the kind of game they learned to
22 hunt and ways they learned to hunt.

23 So just to repeat myself, I'm asking the
24 thought question, whether perhaps their hunting
25 guarantees have not already been violated simply by the

1 45-year of fire suppression which we know a great
2 effort has been expended upon, even though there have
3 been some large fires in spite of it.

4 Thank you.

5 CHIEF FROMAN: The question that she asks
6 is, nobody is any more aware of what abrogates our
7 rights than we do. Yes, we are aware, however, we are
8 not -- we have not been always -- we have not really
9 been a very aggressive people, we don't always speak
10 out maybe as quickly as we should from now on as we are
11 today.

12 But, yes, we are aware. We know that it
13 isn't just these fires that take away from our
14 livelihood, it's many other developments as well, and
15 thank you for asking.

16 MS. ARMSTRONG: Just to clarify. I'm
17 speaking about suppression, I was referring to
18 suppression of fires and normal fire patterns.

19 CHIEF FROMAN: Mm-hmm. I.

20 MS. ARMSTRONG: I realize it's a radical
21 question and that's why I've thrown out the thought.

22 MADAM CHAIR: All right. Thank you very
23 much, Chief Froman.

24 CHIEF FROMAN: Thank you.

25 MADAM CHAIR: And, Mr. Hill, we

1 appreciate you coming today.

2 CHIEF FROMAN: Thank you.

3 MADAM CHAIR: Thank you.

4 Dr. Carrow, you're the next one on the
5 list to speak to the Board today.

6 DR. CARROW: Good afternoon. (handed)

7 MADAM CHAIR: Thank you very much.

8 The Board last listened to Dr. Carrow
9 before, he was a witness for the evidence presented by
10 the Ontario Forest Industries Association and I
11 understand that he is representing the Forestry Faculty
12 at the University of Toronto of which Dr. Carrow is
13 Dean. And we have received a written submission, which
14 will be Exhibit 1975.

15 ---EXHIBIT NO. 1975: Written submission by Dr. Rod
16 Carrow, Dean of Forestry Faculty,
U of T.

17 DR. ROD CARROW, Previously sworn

18 DR. CARROW: Good afternoon, Madam Chair,
19 Mr. Martel, and again thank you for the opportunity to
20 present evidence before you this afternoon.

21 It struck me that over the years and
22 months of having heard evidence on timber management in
23 the Province of Ontario that, in fact, a lot of that
24 evidence was being delivered to you by professional
25 foresters, graduate foresters, and I thought it might

1 be useful to the Board to understand and know what type
2 of education is being provided to forestry students in
3 present day.

4 The one I would like to describe to you
5 today, of course, is the one that is provided at the
6 University of Toronto, that is only one of two
7 professional programs in the province, the other one is
8 offered by Lakehead University of Thunder Bay. So what
9 I'll focus on this afternoon is the forestry education
10 program at the Faculty of Forestry at the University of
11 Toronto.

12 The undergraduate program really is
13 designed fundamentally to prepare graduates for the
14 practice of contemporary forestry and I have taken some
15 liberties in defining this for the purpose of the
16 Board, I know there are many definitions, but the
17 definition evolves through time quite quickly.

18 And I think perhaps that definition on
19 the screen best describes the approach that is
20 currently used; that is, it is the science of managing
21 forest ecosystems to provide a full range of benefits
22 and values (both economic and non-economic) consistent
23 with the objectives of the owners of the forests.

24 And in reading out that definition I
25 guess I would like to emphasize the last phrase, that

1 in fact management is done to meet the objectives of
2 the owners of the forest and it's obvious then that as
3 the objectives of the owners change, then so does the
4 management of that forest land base.

5 In developing the undergraduate program
6 at the University of Toronto the mission of that is to
7 provide a program in which graduates will develop a
8 thorough understanding of the structure and functioning
9 of forest ecosystems with particular emphasis on their
10 responses to human intervention.

11 The other major element of the program is
12 to develop confidence and leadership ability in
13 managing the forest environment along with those
14 forest-based values consistent with the principles of
15 conservation and sustainable utilization of species and
16 ecosystems.

17 I think those two characteristics are
18 what distinguishes a forestry education from an
19 education in geography or botany or some of the other
20 sciences. There's an element of -- it's an
21 ecosystem-based education and there's a strong element
22 of intervention; in other words, the program is
23 targeted to deal with human intervention in the forest
24 environment and how to manage those interventions.

25 What we strive to do within our own

1 program is to develop a graduate who will end up with a
2 Bachelor of Science in forestry degree who has
3 professional confidence and a sound understanding of
4 natural structure function and dynamics of trees,
5 stands and wildlife populations, who has a good solid
6 understanding of the responses of those elements, the
7 trees, stands and wildlife populations, to silviculture
8 and harvesting through protection operations; in other
9 words, to develop a good solid understanding of the
10 dynamics of change in response to human intervention.

11 In also includes an understanding of
12 forest land values, of both timber and non-timber
13 products and assets, of social science components, such
14 as economics policy, sociology and political science as
15 they relate to forestry, of wood science and forest
16 products.

17 Another attribute that we attempt to
18 develop is management skills, or more particularly
19 planning and decision-making, problem solving and
20 administrative skills.

21 We put a lot of emphasis on communication
22 skills. We try to develop a knowledge of the business
23 environment of forestry within the graduate and in the
24 course of designing courses and also deciding on ways
25 to teach those courses, we try to develop a social

1 awareness and understanding amongst the students of the
2 environment in which he or she is going to be working.

3 We also emphasize professional
4 accountability and responsibility and try to provide an
5 environment that stimulates personal growth in the
6 undergraduate student.

7 A student coming into first year forestry
8 at the University of Toronto course has to meet the
9 admission requirements of the University of Toronto
10 generally, and so what I've listed there is the general
11 requirement of a minimum of six Ontario academic
12 courses from secondary school, and for forestry in
13 particular we require English, biology, chemistry,
14 calculus, and finite mathematics or algebra and
15 geometry. The admission standard right now is set at
16 70 per cent, 70 per cent average, and that will be
17 gradually raised to 75 per cent by 1994 or '95.

18 Now, I would like to run through very
19 quickly with you the courses that are required in the
20 program throughout the whole four years. I don't want
21 to dwell on them because they're in the information
22 I've given you, but I thought I'd point out a few of
23 those courses by name.

24 In first year -- I should point out at
25 the start that each student is required to take the

1 equivalent of six full year courses in each of the four
2 years. It's a heavy course load and it provides for
3 elective courses in the senior years, but in the first
4 and second year they're pretty well all required
5 courses.

6 The first year courses include organisms
7 and their environment which essentially is a general
8 biology, ecology course. There is a focus on chemistry
9 as you can see, on geometry and history, on
10 contemporary issues in forestry, and climatology just
11 to point out a few.

12 In the second year --

13 MR. MARTEL: Could I ask a question,
14 doctor?

15 DR. CARROW: Yes, Mr. Martel.

16 MR. MARTEL: Just based on what we've
17 heard from a number of foresters, they can't understand
18 why they have to take calculus.

19 DR. CARROW: I always think I was lucky,
20 Mr. Martel, because I skipped that one when I was an
21 undergraduate, so I'm glad I was born as early as I
22 was. Yes, it's a recurring question.

23 The second year consists of, as you can
24 see, a mix of forestry courses and arts and science
25 courses, so they begin to get more exposed to the

1 particular subject areas that comprise forestry such as
2 harvesting, forest ecology, fire management, wood
3 anatomy and properties, those begin to show up in
4 greater numbers in second year.

5 When we look at the first and second year
6 together, our students take almost half of those
7 courses outside of the faculty of forestry; in other
8 words, there's kind a strong element of general arts
9 and science courses in the first and second year of the
10 program, to the extent that many students complain that
11 they thought they were coming into forestry and they
12 want to see more forestry courses, but we feel that
13 these are very essential prerequisites to the more
14 senior courses.

15 Now, after the second year the students
16 are given an option of going into one of two programs
17 in the final two years. One program is forest science,
18 which is on the overhead before you, and the other one
19 is wood product science. The forest science program is
20 outlined in that overhead and you can see courses such
21 as forest resource information systems and economic
22 analysis, silviculture, business administration, and in
23 the fourth year quite a bit more emphasis these days on
24 the integration of silviculture and harvesting.

25 There is -- we're moving steadily towards

1 thorough integration of silviculture and harvesting
2 recognizing that harvesting plays a very strong role in
3 the silvicultural prescriptions of what's going to be
4 practised on that particular land base.

5 There is a senior course in forest
6 management decision-making and that is where calculus
7 comes in, Mr. Martel, because that course depends very
8 heavily on linear programming. So the feeling is that
9 the students do have to have a basic understanding of
10 calculus, so the next time you're asked that
11 question...

12 There is a course on wildlife timber
13 interactions, which of course focuses specifically on
14 timber management activities and the impact that they
15 have on wildlife habitat or wildlife populations, a
16 course on recreation geography, a relatively new course
17 on ethics of resource management, and I should point to
18 natural resource planning because that essentially is
19 the counterpart of the graduating thesis, if you want,
20 on natural resource planning.

21 The students spend a full year developing
22 a land management plan in their senior year as a
23 requirement for graduation.

24 What we have attempted to do as well in
25 our program is to provide the students -- as I

1 mentioned earlier, there are a number of electives that
2 they can take in the third and fourth year, and what we
3 have attempted to do is to group those electives into
4 modules so that if a student wants to develop a
5 particular strength, for example in social forestry,
6 then in fact he or she can choose from a series of
7 courses that will build their capability in that area.
8 So there are four elective modules, one in math, one in
9 biology, one in social forestry and the forth one in
10 wood science.

11 Now, I'll show you the overhead on the
12 wood products science program, although I don't want to
13 spend much time on it because it really does not relate
14 directly to these hearings but, again as I mentioned
15 before, the students have a choice of taking their
16 third and fourth year in wood products science and it
17 deals much more with the physical and mechanical and
18 chemical properties of wood and essentially is very
19 strongly directed towards the pulp and paper technology
20 and solid wood products technology.

21 The program that we are currently
22 delivering at the faculty is one that was introduced
23 and approved by Governor General-in -Council in 1989
24 and it includes six new courses which weren't in the
25 previous curriculum, and those courses were designed

1 specifically to emphasize linkages and interactions
2 amongst various fields of knowledge and various
3 specialties.

4 These courses are all mandatory for all
5 students and they include the list of six. They are
6 contemporary issues, forest resource information
7 systems, integrated silviculture and harvest, wildlife
8 timber interactions, forest management interactions,
9 and impact and ethics of resource management.

10 Just to give you a little more
11 information on each of those six courses, I have given
12 you the course description for them in the material you
13 have, but contemporary issues, for example, emphasizes
14 the major economic environmental and social issues
15 affecting the forest sector in the present day. And
16 what we do with that course is we use it as a basis for
17 exposing first year students to many of the key issues
18 in forestry but also use it as a vehicle for developing
19 more oral and written communication skills, so that
20 half the grading is given for understanding of the
21 issues and the other half of the grade is given for
22 development of oral and written communication skills.

23 Forest resource information systems is
24 another one of those courses that represents an
25 integration of material from a variety of courses, so

1 there is emphasis on techniques for collecting,
2 analysing and reporting data, on photogrammetry, on
3 remote sensing, forest sampling designs, geographic
4 information system technology, yield tables, just to
5 point out a few of the items in there.

6 Intergrated silviculture and harvesting,
7 as I mentioned earlier, is a newer approach to bringing
8 those two fields of study together and, in fact, the
9 main focus of that is to develop and integrate a
10 knowledge base that allows a forester to achieve
11 specific forest management objectives by using various
12 harvesting and silvicultural techniques. So it
13 includes the preparation of silvicultural
14 prescriptions, the applications of growth and yield
15 models, the use of GIS technology and puts a focus on
16 the impact of harvesting and silvicultural operations
17 on forest ecosystems.

18 Wildlife timber interactions, again, is a
19 new course as well that tries to draw timber harvesting
20 activities and silviculture together with the
21 traditional wildlife management, and the way in which
22 this course is doing that is to focus particularly on
23 the effects of timber management activities on wildlife
24 habitat and populations. It also includes a component
25 of managing for a selected wildlife species.

1 Forest management interactions and
2 impacts is another one of these courses, Mr. Martel,
3 that uses linear programming and then has that
4 requirement for an understanding of calculus, but it
5 focuses particularly on growth modeling at the tree and
6 stand level, modeling for fire management, for pest
7 outbreaks and impact of pest outbreaks, and also
8 focuses on environmental stress and what the effect
9 that stress would have over a long time period, factors
10 such acid deposition and so on.

11 Ethics of resource management is a senior
12 course, a relatively new one, in which the focus has
13 been on using the case study approach to the study of
14 particular policy statements and positions taken by
15 corporations, by governments, by individuals, in fact,
16 on issues that develop related to -- relating to the
17 conflicting uses of renewable resources such as
18 forestry. So the emphasis in the course then is on
19 conflict resolution, on interpersonal dynamics and
20 trying to develop consensus in some of those areas that
21 are highly contentious in the present day.

22 We try also to develop strength in
23 particular skills in the graduates. Apart from the
24 knowledge base that they're required to have, a
25 graduate forester in the present day is expected to

1 have strong skills in problem solving, recognizing that
2 there are no easy solutions out there these days, and
3 so this course focuses on techniques of management and
4 problem solving, and the way in which we're
5 incorporating that in the program is to use the case
6 study method, and at the present time we have that
7 incorporated into five courses that are listed on the
8 bottom of the page in front of you.

9 MR. MARTEL: Do they encounter, Dr.
10 Carrow, during that just on a -- or in a real way. I
11 mean, do you bring people into your courses who take a
12 rather different approach than, let's say, people who
13 are primarily concerned with harvesting or so on, just
14 to...

15 DR. CARROW: Do we bring guests in?

16 MR. MARTEL: Yes.

17 DR. CARROW: Yes, we use guest
18 instructors a lot, Mr. Martel. I guess the temptation
19 is perhaps to use them more than you should, because in
20 fact in Ontario and elsewhere we have the advantage of
21 having a lot of highly experienced people that have
22 been on the front line with these things and we find
23 the interaction between them and the students is very,
24 very positive.

25 On the other hand, if you're trying to

1 develop a course in which you have a thread of
2 continuity and a theme, you've got to be careful that
3 you maintain that. So I would say in many of these
4 courses where we're bringing -- perhaps 25 or 30 per
5 cent of the lectures are given by guest lecturers. And
6 the case study approach, in particular I think, just
7 depending on the nature of the case, would benefit
8 tremendously by having individuals in the classroom who
9 have had particular experience in that particular issue
10 or problem.

11 The second skill that we work on quite
12 steadily throughout the program is communication skills
13 and, as I mentioned earlier, there's a traditional
14 emphasis on the development of oral and written
15 communication skills and I guess it's virtually
16 impossible to talk to any employer today without them
17 telling you that the graduate must have better
18 communication skills than what they currently have.

19 The general consensus is that we simply
20 don't communicate effectively, and I don't think that's
21 exclusive to forestry at all, it's just a general
22 comment on the quality of graduates coming out and
23 their skills.

24 So we start developing that in the first
25 year through the contemporary issues course and, as I

1 said earlier, half of the grade for that is given on
2 communication skills and we reinforce that through the
3 whole program by requiring that a minimum of five per
4 cent of the grade assigned in every forestry course is
5 for communication. That may go up, as I said in
6 contemporary issues it's as high as 50 per cent, it
7 depends on the nature of the course. So we try and
8 reinforce that through all of the courses that are
9 given in the faculty.

10 I thought you might be interested in some
11 current statistics on enrolment at the University of
12 Toronto. We have traditionally been one of the smaller
13 forestry schools in Canada, and this enrolment of a
14 total undergraduate enrolment of 84 is not really
15 atypical of our history with the single -- or double
16 exception of immediately after World War II when we had
17 a tremendous influx of veterans, and in the 1970s when
18 there was a tremendous influx of students into the
19 universities all across the board.

20 So we had two peak periods there were
21 enrolments were up substantially higher, but generally
22 our enrolment has been in the order of a hundred or
23 fewer students within the faculty, and we currently
24 have 84 undergraduates. And I should point out that 24
25 of those are female, and that's not atypical, we're

1 finding that we're getting about 25 to 30 per cent
2 female enrolment in the undergraduate program.

3 That particular statistic actually is
4 reflected in the graduate program down below as well.
5 We had 56 graduate students and about 30 per cent of
6 those are female as well.

7 I thought I would just conclude today
8 with a quick run down on who the major employers of
9 forestry graduates are in Canada these days and
10 elsewhere. Certainly the great majority of our
11 graduates historically have been employed by provincial
12 forestry agencies such as the Ontario Ministry of
13 Natural Resources, however, a significant number of
14 them have gone to work for provincial parks and
15 wildlife agencies, for federal agencies such as
16 Forestry Canada and Parks Canada, for municipalities
17 and conservation authorities.

18 I heard just last week the City of
19 Toronto, for example, has eight graduate foresters on
20 staff. So the move of urban municipalities to develop
21 that urban forestry capability seems to be building
22 quite substantially.

23 The forest products industry, of course,
24 employs a fair number of our graduates, forestry
25 consultants and it's interesting that historically a

1 number of our graduates have moved into the
2 international sector and have worked through agencies
3 such as CIDA and FAO.

4 Sometimes the observation is made that a
5 graduate forester ends up being a logging supervisor or
6 a timber manager, and that must be a reflection on the
7 education, that must be the way the forester is
8 educated, and I wanted to just make a comment on that
9 at the end of the presentation today.

10 When we look at forestry education,
11 particularly at Toronto, but certainly at the other
12 schools, if you look at the nature of it you will
13 quickly conclude I think that that is truly a breadth
14 program, a student comes out with the broad
15 capabilities in economics, in conservation, in managing
16 for resources such as timber, but also a strong
17 biological understanding as well, and the student
18 really is equipped to move into any one of a variety of
19 sectors, be it the conservation and parks movement, be
20 it the timber sector, education, research, and so on.

21 But the reality, of course, is that as
22 soon as the student is hired by an employer, he or she
23 is told what his duties are and I think it's intriguing
24 to look at the dissimilarity between the structure of
25 organizations such as the Ministry of Natural Resources

1 and others and the education that the graduates get.
2 In essence, when they're hired, they're hired
3 specifically to work in timber or work in fish and
4 wildlife or work in parks, and I think over the years
5 that tends to give that graduate a fairly singular
6 focus on what his or her duties are and sometimes
7 that's interpreted as a comment on the education that
8 the student received, when in fact it's more a
9 reflection of the organizational structure of the
10 employer and the manner of the employer.

11 And that concludes my remarks today,
12 Madam Chair. Thank you for the opportunity.

13 MADAM CHAIR: Thank you very much, Dr.
14 Carrow.

15 Are there any questions for Dr. Carrow?

16 MR. CASSIDY: (nodding negatively)

17 MADAM CHAIR: Ms. Blastorah?

18 MS. BLASTORAH: No, thank you, Madam
19 Chair.

20 MADAM CHAIR: Thank you, very much.

21 DR. CARROW: Thank you.

22 MADAM CHAIR: We will take a 15-minute
23 break now and I will ask before we rise, is Mr. Bill
24 Kowalchuk here?

25 (no response)

1 Or Mr. Mark Crofts?

2 (no response)

3 All right. Mr. Pascoe, you might try to
4 contact either of these gentlemen over the break.

5 MR. PASCOE: Certainly.

6 MADAM CHAIR: And we will know when we
7 return whether to expect them or not, and if they won't
8 be here then we will adjourn shortly after.

9 ---Recess taken at 3:30 p.m.

10 ---On resuming at 3:50 p.m.

11 MADAM CHAIR: Please be seated.

12 I understand that our last presenter
13 today, Mr. Mark Crofts is here.

14 MR. CROFTS: Here.

15 MADAM CHAIR: Hello, Mr. Crofts. Please
16 come up to the --

17 MR. CROFTS: To the round table?

18 MADAM CHAIR: If you would come up to the
19 front, Mr. Crofts, we will swear in your evidence
20 before we get started.

21 MARK CROFTS, Sworn

22 MADAM CHAIR: Thank you, Mr. Crofts.
23 Please take your seat.

24 MR. CROFTS: I have got a copy of my
25 submission, if that makes any difference.

1 MADAM CHAIR: All right, that's good.

2 Yes, we would like to see a copy.

3 Mr. Crofts' written submission would be
4 Exhibit 1976 and it consists of four pages.

5 ---EXHIBIT NO. 1976: Four-page written submission by
6 Mark Crofts.

7 MADAM CHAIR: We are ready whenever you
8 are, Mr. Crofts.

9 MR. CROFTS: Okay. First of all I would
10 like to thank you for waiting for me. I'm just coming
11 in from London, Ontario and I wanted to try to fit this
12 into the latter part of the day and I appreciate that
13 it has been kind of delayed for you folks.

14 I come to the hearing representing
15 myself, my wife and my daughter only. I have had a
16 long interest in the state of the forest and the forest
17 industry. By training I'm a teacher and forest
18 technician, and I'm currently involved in the
19 conservation education field.

20 I've worked as a tree planter, I've
21 planted bareroot stock and container stock, I've
22 conducted regeneration surveys, I've pruned white pine
23 crop trees, I've pulled and bundled trees at a nursery,
24 I've tapped maple trees, I've assisted with maple syrup
25 operations and I've operated a chain saw.

1 Again, I would like to take the
2 opportunity to thank you for the opportunity to even
3 make a submission like this. I understand the
4 complexity of the process and the number of days that
5 you people have been involved in this business.

6 I would like to make a couple of
7 observations and express some concerns regarding issues
8 that are related to this Board's undertaking and the
9 first is tree planting.

10 Industry, government and environmental
11 groups, I feel very strongly, should more accurately
12 define the success of their tree planting efforts, not
13 in terms of numbers of trees planted as we so often do,
14 but actually in terms of the -- but actually those
15 numbers can be almost totally meaningless. Our success
16 in terms of tree planting must instead, I feel, be
17 measured by the number of trees that achieve a free to
18 grow status, and that status varies across the
19 province, but I think it's a better measure of the
20 results of our expenditure of large sums of money.

21 Millions of dollars and much blood and
22 sweat I think personally is wasted annually by people
23 with only the best of intentions and by a host of tree
24 planting agencies. I feel strongly, based on my
25 experience, that it's better to plant fewer trees and

1 to take care of them more intensively.

2 I also think that the price of bareroot
3 stock that's available to private landowners in
4 southern Ontario should be increased substantially. I
5 feel people will still buy the trees, but they will be
6 encouraged, because of the price, to take better care
7 of the stock after planting.

8 Parks and wilderness reserves. I feel
9 strongly that they should be maintained and I feel
10 strongly that their boundaries should actually be
11 expanded and that they be totally free of cutting. I
12 know there is a couple of large wilderness parks in
13 northern Ontario, I'm thankful that they're there and I
14 hope that they are always there.

15 The integrity of these areas, I think,
16 will be continuously threatened as long as we continue
17 to exhaust the supply of merchantable timber at a
18 faster rate than it can regenerate. We are then forced
19 to look further afield for our wood supply.

20 The full value of these protected areas
21 cannot be underestimated and certainly should not be
22 limited to the revenues derived from camping permits.
23 These other values of these forested or wilderness
24 areas are extensive and they have been well documented
25 by organizations such as the Canadian Parks and

1 Wilderness Society.

2 These reserves should, in all cases, be
3 large enough to sustain a viable ecosystem and, for
4 example, the top carnivores of the area must have the
5 habitat that they require in terms of quality and space
6 to survive.

7 The forest area in this province is
8 plenty big enough to permit a small percentage of that
9 area to be set aside, especially if the other areas are
10 used intelligently.

11 Multiple resource management, another
12 concept I would like to touch on. There exists to my
13 knowledge several examples of forested areas which have
14 been intensively managed with a view to giving equal
15 consideration to all potential forest values. These
16 values include, but are not limited to, recreation,
17 forest products, wildlife, flooding and erosion
18 control, aesthetics and scientific research.

19 A good example, I feel, is the Ganaraska
20 Forest, it's located just north of Port Hope, Ontario.
21 It's an excellent example of a well-managed, integrated
22 use forest area and this area was the subject of a
23 report on the feasibility of community forests and that
24 report was conducted by the Conservation Council of
25 Ontario and I believe that's relatively recent, two

1 years ago perhaps.

2 While some of the forest management
3 concepts are specific to the nature of the species,
4 composition or the types of trees that grow in that
5 particular region, the overall principles which guide
6 the management of that area may be worthy of
7 duplication in other parts of the province.

8 One of the most important concepts I
9 believe is that the local communities should be
10 involved in and ideally should have control over the
11 management of the lands and the resources in their
12 area.

13 Out of this thinking comes a concept of
14 community forests and, again, perhaps local control of
15 resource development may be a viable alternative to the
16 present situation which often sees government and
17 industry as the major instigators of the resource
18 management planning process.

19 To their credit, the Ministry of Natural
20 Resources has sought greater input from the general
21 public in recent years, but we could even go further.
22 In most cases the local people have a greater interest
23 in the long-term integrity and sustainability of the
24 forest resource as well as for the environment.

25 Local management agencies could be

1 modeled along the lines of the Algonquin Forest
2 Authority and that's the agency oversees the operations
3 in Algonquin Provincial Park. And the authority, or
4 some such authority could report on a regular basis to
5 an advisory board of local residents. These
6 authorities could sign contracts with nearby mills for
7 the sustainable delivery of wood.

8 The provincial government, I think,
9 however, should retain a regulating role to ensure that
10 forest values and provincial interests are protected,
11 including remnant stands, old growth forest and
12 wilderness parks and, of course, to audit these local
13 authorities on a regular basis.

14 Another point I wish to talk on is
15 harvesting methods. I feel that there should be
16 stricter guidelines put in force governing the
17 definition of protection forests. I'm not sure if that
18 term is still in use, but it's one that I'm familiar
19 with and it covers unstable or shallow soils and steep
20 slopes, among other things.

21 Personally I have planted trees on many
22 sites that I feel should never have been harvested in
23 the first place and that is a very frustrating process
24 for a planter who's getting paid 7-cents a tree having
25 difficulty finding suitable planting spots.

1 The sites -- these protection forest
2 sites and others are especially prone to weather and
3 the planted trees, if you do find spots to put them in,
4 their success, their chances of success or survival are
5 minimal.

6 Also, the borders around water bodies
7 including seasonal wetlands, not just lake trout and
8 water courses and water bodies that have valuable
9 fishery, but all seasonal wetlands should be expanded,
10 the borders around those areas should be expanded. The
11 current standards I feel are too narrow and, worse, are
12 not always observed.

13 Clearcuts. The size of clearcuts I feel
14 should be limited. I have visited areas in northern
15 Ontario where the wood has been removed virtually as
16 far as the eye can see. This makes absolutely no sense
17 whatsoever.

18 Environmentally and economically these
19 large clearcuts are disaster areas. While the forest
20 will regenerate naturally, the process will take many
21 years. It will take several hundreds of years for the
22 forest to naturally succeed to what it once was.

23 In the meantime, industry must look ever
24 farther for a merchantable wood supply and
25 inevitably reserved areas and the last stands of old

1 growth forests are threatened.

2 Another point, forestry and resource
3 education, and I'm not sure whether this really comes
4 in under the mandate of this Board or not, but I feel
5 it's worth mentioning. Currently it's my understanding
6 that the Ministry of Natural Resources is reducing its
7 funding and program contribution to resource education
8 including its own Frost Center at Dorcet, Ontario.

9 I feel that this is a terrible mistake
10 for which we will reap the dubious rewards in the next
11 decade. I feel that in order to value the forests
12 people must experience them, and many people today in
13 urban areas like Toronto and even in rural areas,
14 people do not experience the forest.

15 The forest is viewed by too many people
16 as a place infested by insects, where one is liable to
17 become lost and eaten by a wild animal. And that's
18 said tongue and cheek, but it's not far from some
19 peoples' perceptions.

20 Education programs subsidized to an
21 extent by the state have helped to introduce thousands
22 of people, both young and old, to the forest and have
23 thereby encouraged them to value the forest to an
24 extent that they might not otherwise have. But at a
25 time when we most need this education, the government

1 is backing out.

2 Another point that I'd like to draw
3 attention to is the Royal Commission on the Northern
4 Environment. When I was at university this was ongoing
5 and some of my research was drawn from it. The report
6 was completed in 1985 and the Commission made an
7 important contribution to the charting of a new
8 philosophy regarding resource development in northern
9 Ontario.

10 The recommendations of the Commissioner
11 were based upon an extensive consultation process
12 involving many interest groups. The commission made 28
13 recommendations specific to the northern forests and
14 their future, and I would urge the Board to review the
15 entire report - I've got a copy here - for the
16 recommendations therein seem to have as much relevance
17 today as they did when the report was issued six years
18 ago.

19 This Commission may have come out of the
20 work of the Royal Commission on the Northern
21 Environment, I'm not sure, I should know that.

22 Public interest groups, a final comment.
23 I think it's very valuable, and I would like to thank
24 the Forests for Tomorrow coalition which I really have
25 no affiliation with, but if it weren't for them I would

1 not be here today, and all of its members groups for
2 their continued work in identifying forestry and other
3 environmental policy issues and further efforts to
4 bring these issues to the attention of the general
5 public. And, again, that's where I found out that this
6 hearing was occurring in Toronto, was in one of their
7 newsletters.

8 These groups have lobbied for policy
9 changes that will benefit us all. They have encouraged
10 our society to become more aware that our ultimate
11 survival is wholly dependent upon our ability to live
12 in a sustainable fashion in harmony with the
13 environment with which we are an integral part.

14 Also lastly, I'm very pleased with some
15 of the new and creative initiatives coming from the
16 Ministry of Natural Resources. I've seen
17 advertisements for the communities forests initiative
18 and the establishment of the protection of old growth
19 reserves in the Temagami area and the Sault Ste. Marie
20 area.

21 I feel these initiatives are long over
22 due and it's my sincere hope that they will be given a
23 chance to succeed by industry and by the MNR
24 bureaucracy and staff, for I feel that they must
25 succeed.

1 Now, I feel strongly that we cannot
2 continue to treat our forests as inexhaustive because
3 they are finite and we must treat them as the
4 sustainable resource that they can be.

5 That's the end of my written
6 presentation. Again, I would like to thank you for the
7 opportunity to come before you today and if there's any
8 questions that you have, I will do my best to answer.

9 MADAM CHAIR: Thank you very much, Mr.
10 Crofts. I might mention to you that Mr. Fahlgren, the
11 Commissioner on the Royal Commission on the Northern
12 Environment appeared, before the Board in Red Lake and
13 before that we had received evidence from the various
14 documents that came out of that Commission, they're
15 evidence before us here at the Board.

16 MR. CROFTS: Good.

17 MADAM CHAIR: Are there are any questions
18 for Mr. Crofts? Mr. Cassidy.

19 MR. CASSIDY: Thank you, Madam Chair.

20 Mr. Crofts, you're from Campbellcroft?

21 MR. CROFTS: That's right.

22 MR. CASSIDY: All right.

23 MR. CROFTS: No relation.

24 MR. CASSIDY: Where is Campbellcroft?

25 MR. CROFTS: Just north of Port Hope,

1 Ontario.

2 MR. CASSIDY Okay.

3 MR. CROFTS: Not on that map.

4 MR. CASSIDY: Right.

5 MR. CROFTS: It would be on the other
6 side.

7 MR. CASSIDY: That's because it's in
8 southern Ontario; right?

9 MR. CROFTS: That's right.

10 MR. CASSIDY: All right. That's my
11 question. Thank you.

12 MADAM CHAIR: Any other questions for Mr.
13 Crofts, Ms. Blastorah?

14 MS. BLASTORAH: I have one question.

15 Mr. Crofts, would you agree that the
16 clearcut silvicultural system is an appropriate
17 mechanism to use in the regeneration of some tree
18 species?

19 MR. CROFTS: Yeah. Through my training,
20 I have been trained to agree with that and I do agree
21 with it, but I think we have to keep in mind the size
22 of the clearcuts.

23 A clearcut means many things to many
24 people. In some definitions it's 30 acres, some
25 definitions it's 30 hectares, and there is a big

1 difference between the two.

2 For certain species that regenerate
3 naturally, like the jack pine, yes; but if we see
4 articles in the newspaper about clearcuts the size of
5 PEI and you probably all remember that fondly, that's
6 not a clearcut, that's a disaster.

7 MS. BLASTORAH: You'd also agree that --
8 you mentioned the fact that clearcuts mean different
9 things to different people. From your training then
10 would you agree it's also possible that that definition
11 could be interpreted to include different levels of
12 residual left within the cut.

13 So, in other words, you can have the
14 clearcut silvicultural system referring to a situation
15 where you have a high residual content in the stand?

16 MR. CROFTS: Well, the higher the
17 residual content the closer it becomes to a block cut,
18 and the higher residual content it becomes closer to a
19 selection cut.

20 By residuals, if you mean one tree here
21 and one tree over there, it's been -- I don't
22 personally feel that that works. By residuals, if you
23 mean over 50 per cent of the stand remaining in tact,
24 yeah, that would -- I think that would suit.

25 MS. BLASTORAH: But, again, it would

1 depend on the silvics of the tree species?

2 MR. CROFTS: In part and the topography.

3 MS. BLASTORAH: And site conditions and
4 so on?

5 MR. CROFTS: Yeah.

6 MS. BLASTORAH: Those are my questions,
7 Madam Chair.

8 MADAM CHAIR: All right. Then thank you
9 very much, Mr. Crofts.

10 MR. CROFTS: Thank you.

11 MADAM CHAIR: Yes, sir?

12 MR. MORLEY: I would like to make a
13 comment. I'm a member of OFA on the Conservation
14 Council of Ontario and I would like to, first of all,
15 commend Mr. Crofts as a private individual giving a
16 very sensible picture of forestry as he sees it and as
17 he has practised it, but also I would like to tell him
18 that his ideas of of community involvement and
19 community forests were initiated as far as I know first
20 by the Conservation Council of Ontario and I wish him
21 well.

22 Thank you.

23 MADAM CHAIR: Thank you very much, sir.

24 MR. CROFTS: Thank you.

25 MADAM CHAIR: Before we close this

1 session, we have correspondence the Board has received
2 from a Mr. Mallory, this is dated November the -- Mr.
3 Pascoe's response to Mr. Mallory is dated November 7th,
4 1991, this consists of three pages, and it will become
5 Exhibit 1977.

6 ---EXHIBIT NO. 1977: Three-page correspondence and
7 response from Mr. Pascoe to Mr.
Mallory dated November 7, 1991.

8 MADAM CHAIR: Is that the last thing to
9 be made an exhibit, Mr. Pascoe?

10 MR. PASCOE: Yes, it is.

11 MADAM CHAIR: All right. And Mr. Pascoe
12 also wanted us to remind the parties that we will be in
13 Ottawa, the hearing will begin at two o'clock on
14 November the 27th, and the previous day, November the
15 26th, there are two sessions for the open house from
16 11:30 to 2:30 and from 5:00 until 8:30.

17 Okay. Thank you very much.

18 ---Whereupon the hearing adjourned at 4:10 p.m., to be
19 reconvened in Ottawa, Ontario, on Wednesday,
November 27th, 1991, commencing at 2:00 p.m.

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